DOCUMENT RESUME

ED 340 381 IR 053 879

AUTHOR Teeter, Gladys W.
TITLE A Content Analysis of Children's Books Dealing with Separation and Divorce Published in the 1970s and 1980s.
PUB DATE Apr 91
NOTE 38p.; Master of Library Science Research Paper, Kent State University.
PUB TYPE Dissertations/Theses - Undetermined (040)

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS Bibliotherapy; Childhood Attitudes; *Childrens Literature; Content Analysis; *Divorce; Elementary Education; *Elementary School Students; *Family Characteristics; Family Structure; Literature Reviews; Nuclear Family; One Parent Family

ABSTRACT

Many children find themselves in changing families as a result of marital separation and divorce. Through bibliotherapy, they can identify with situations similar to their own, derive comfort in knowing that they are not alone, and develop insight and coping strategies. The purpose of this study was to examine how divorce, marital separation, single-parent families, and stepfamilies are presented in children's literature, specifically, realistic fiction, including picture books, suitable for kindergarten through sixth grade students, published in the United States during the 1970s and 1980s. The sample consisted of 25 children's books dealing with separation and divorce. Content analysis was used to examine the following areas: age and gender of the protagonist; custodial and living arrangements; standard of living; working mothers; parents' dating; relationships with parents; emotions felt by children; manipulation by children and parents; and children's acceptance of circumstances. The content analysis form, research findings, and an annotated bibliography of books used in the study are appended. (25 references) (Author/MAB)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☐ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

A CONTENT ANALYSIS OF CHILDREN'S BOOKS DEALING WITH SEPARATION AND DIVORCE PUBLISHED IN THE 1970S AND 1980S

A Master's Research Paper submitted to the
Kent State University School of Library Science
in partial fulfillment of the requirements
for the degree Master of Library Science

by

Gladys W. Teeter

April, 1991

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY
Gladys Teeter

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

IR053879

BEST COPY AVAILABLE

ABSTRACT

Many children find themselves in changing families as a result of marital separation and divorce. Through bibliotherapy, they can identify with situations similar to their own, derive comfort in knowing that they are not alone, and develop insight and coping strategies.

The purpose of this study was to examine how divorce, marital separation, single-parent families, and stepfamilies are presented in children's literature, specifically, realistic fiction, including picture books, suitable for kindergarten through sixth grade students, published in the United States during the 1970s and 1980s.

The sample consisted of 25 children's books dealing with separation and divorce. Content analysis was used to examine the following areas: age and gender of the protagonist; custodial and living arrangements; standard of living; working mothers; parents' dating; significant others; stepparents and stepsiblings; relationships with parents; emotions felt by children; manipulation by children and parents, and children's acceptance of circumstances.

1205329

Master's Research Paper by

Gladys W. Teeter

B.A., University of Akron, 1983

M.L.S., Kent State University, 1991

Approved by

Adviser Dudley Brodie Date 4-3-91

TABLE OF CONTENTS

INTRODUCTION 1

Rationale for the Study 1

Statement of the Problem. 2

Objective of the Study. 3

Definition of Terms 3

Limitations of the Study. 4

REVIEW OF THE LITERATURE 5

METHODOLOGY. 13

Research Method Employed. 13

Subjects. 13

FINDINGS 15

CONCLUSIONS. 18

APPENDIX A 20

Content Analysis Form 20

APPENDIX B 24

Findings in Table Form. 24

APPENDIX C 27

Annotated Bibliography of Books Used in Study 27

BIBLIOGRAPHY 31

ACKNOWLEDGEMENTS

I wish to thank my advisor, Dr. Carolyn Brodie, for her encouragement and support, and for always being available. My thanks go also to Dr. Lois Buttlar, for her understanding and guidance.

CHAPTER 1

INTRODUCTION

Rationale for the Study

In our society, approximately one out of three marriages ends in divorce (Bernstein and Rudman 1989, 12). Because a large segment of these marriages falls apart while there are still young children in the home, almost fifty percent of classroom children must deal with divorce, marital separation, and the single-parent family. Bernstein and Rudman state:

> Divorce and marital separation imply loss for the child, not only because of the destruction of the parents' marriage but because of the added element of rejection. . . . Divorce and marital separation are additionally difficult for children because society offers no rites with which to commence bereavement. . . . Many psychologists evaluate the impact of divorce on a family as more traumatic than a death (Bernstein and Rudman 1989, 285).

Children have experienced less life, therefore have fewer resources to draw upon in times of crisis than adults. Books are an excellent tool for helping to cope. Through bibliotherapy, children can identify with a situation or problem similar to their own (Galen and Johns 1979, Gifford 1980, and Bernstein and Rudman 1989), derive comfort from knowing that they are not alone (Hopkins 1981, Gamm 1981, Pardeck and Pardeck 1985, Galen and Johns 1979, and Robinson 1985), and develop insight and coping

strategies (McInnis 1982, Hendrickson 1988, Galen and Johns 1979, Pardeck and Pardeck 1985, and Bernstein and Rudman 1989), consciously or subconsciously, used by characters in books.

Lack notes, ". . . some dominant themes of this decade . . . [include] the struggle to adapt to rapid change with few acceptable social guidelines . . . The library can and should do more to assist readers to connect ideas and models of behavior in literature with their own lives" (Lack 1985, 27).

In her discussion of the hidden messages in children's books, Fuchs (1984) points out that realistic stories teach children how to cope with problems.

Statement of the Problem

As marital separation, divorce, remarriage, and stepfamilies increase in number, so have the number of books addressing these problems. It is important to know how these matters are being represented in children's books.

Conway and Mechler (1983) conducted their study on family living styles reflected in basal readers. Jenkinson (1982) analyzed divorce as portrayed in juvenile fiction, grades four through twelve, published between 1947 and 1977. Gifford (1980) examined adolescent novels dealing with divorce, separation, and desertion published between January, 1970 and May, 1979.

None of these studies have looked at juvenile fiction, dealing with separation and divorce, from kindergarten to third grade, published during the 1970s and 1980s. As the greatest

number of children affected by separation and divorce are found in the six to eight year old range (Gifford 1980), there is a need to know how these issues are treated in recent fiction intended both for that specific age group and for surrounding ages.

Objective of the Study

This study proposes to examine how divorce, marital separation, single-parent families, and stepfamilies are presented in children's literature, specifically, realistic fiction, including picture books, suitable for kindergarten through sixth grade students, published in the United States during the 1970s and 1980s.

Definition of Terms

REALISTIC FICTION - Stories that could realistically happen, focusing on contemporary lifestyles.

PICTURE BOOKS - Stories in which the format is a combination of illustrations and text in such a way that the meaning conveyed by one is extended by the other.

BIBLIOTHERAPY - The use of books as therapeutic devices for gaining insight into crises and behavioral and emotional problems.

PROTAGONIST - The main character in a story.

SINGLE-PARENT FAMILIES - Families in which there is only one parent as a result of marital separation or divorce.

RESOLUTION - In this study, resolution means "acceptance by the child of his circumstances" by the end of the story.

Limitations of the Study

1. The books analyzed were limited to realistic fiction, including picture books. Biographies, poetry, fairytales, folktales, fantasy, science fiction, historical fiction and non-fiction were excluded.
2. The books in this study were limited to those suitable for the elementary school level - kindergarten through sixth grade.
3. Only books with a copyright date between 1970 and 1989 were examined.
4. Publication was limited to the United States.
5. Stories about single-parent families as a result of marital separation or divorce only were included. As this study dealt with the topic of marital separation and divorce, single-parent families resulting from illness, death, or from parents never having been married were excluded.

CHAPTER 2

REVIEW OF THE LITERATURE

In her acceptance speech for the 1984 Newbery Award for Dear Mr. Henshaw, Beverly Cleary commented on her observations about children from their letters. "Their deepest feelings . . . to love and be loved by two parents in a united family," have remained the same over the years (Cleary 1984, 432).

However, since 1976, their letters also reflect our changing society. "My parents are devvorst. My dad is the kind of person who never wants to be around kids," writes one child. In response to Cleary's book, Runaway Ralph, another child writes, "I had a father named Ralph once, but he ran away." In poignant, childlike fashion, yet another writes, "I want to get custody of my mother . . ." (Cleary 1984, 433).

Galen and Johns (1979) sent a questionnaire to teachers of children in the primary grades, kindergarten to third grade, to pinpoint emotional or developmental problems most prevalent among their students. Divorce or change in family status was identified by 93.8% of the teachers responding.

Cleary states that ". . . an increasing number of children write of turning to books for comfort. . . . Children write of reading when they are lonely, sad, or afraid" (Cleary 1984, 433).

Children show a desire to read about others in situations similar to their own. In 1982, several boys, independently, asked Cleary to write a book about a boy whose parents are divorced. Dear Mr. Henshaw was the result.

Bibliotherapy is most simply and commonly defined as helping with books. It goes back as far as the ancient Greeks whose library at Thebes bore the inscription "healing place of the soul" (Bernstein and Rudman 1989, 21). Bibliotherapy has also been described as "a guidance tool which may be used by virtually anyone interested in books, reading, and other people's problems" (Churchyard 1978, 9). Bernstein and Rudman state: "Books have been tools for preventing and solving psychological problems for as long as both books and problems have existed (Bernstein and Rudman 1989, 22).

Support for the use of bibliotherapy with children is found throughout the literature (Bowker 1982; Hendrickson 1988; Hopkins 1981; McInnis 1982; Galen and Johns 1979; Gifford 1980; Monteith 1981; Pardeck and Pardeck 1984, 1985; Bernstein 1983; Bernstein and Rudman 1989; Rudman 1984; and Robinson 1985). Pardeck and Pardeck outline twenty-four studies in which bibliotherapy was found to be effective (Pardeck and Pardeck 1984, 4-6). Bernstein and Rudman also list a number of studies indicating positive changes in attitude after reading books, especially when followed by discussion. The greatest change was noted when the readers identified with the characters in the story (Bernstein and Rudman 1989, 26-28). Robinson states, "The value of bibliotherapy is

that the book . . . acts as a catalyst for thinking of ways to cope with and solve the problems of living" (Robinson 1985, 151).

Although bibliotherapy has limitations and should be used with caution (Chatton 1988), Bernstein and Rudman discuss a number of ways in which reading can help children cope. It permits them to identify with others in similar situations and to feel that they are not alone. Reading about others with similar problems increases children's feeling of belonging, of being less isolated. Reading can alleviate the child's fear, anger, and grief by vicariously working through the fictional characters' problems. Relieving tension in this manner assists the reader in developing insight into his or her own dilemma. Reading can also open the door to sharing problems through the safety of discussing the character in the book rather than themselves (Bernstein and Rudman 1989, 29-36).

Some of the themes above commonly expressed in the literature about bibliotherapy and children of divorce include: knowing that they are not alone (Hopkins 1981, Gamm 1981, Pardeck and Pardeck 1985, Galen and Johns 1979, and Robinson 1985); identifying with a situation or problem similar to their own (Galen and Johns 1979, Gifford 1980); and developing insight and coping strategies (McInnis 1982, Hendrickson 1988, Galen and Johns 1979, and Pardeck and Pardeck 1985).

From the literature cited thus far, it is evident that there is a need for bibliotherapy and that it can play a very important role in helping children of divorce cope with their situations.

If books are to be recommended to children for use in bibliotherapy, it is important to know how divorce is portrayed in the literature.

Children's reactions to their parents' separation include shock, denial, anger, guilt, depression, embarrassment, fear, and sadness (Bernstein and Rudman 1989). Gifford (1980) noted the following reactions: crying, wanting to run away, and blaming themselves for the separation. Children also worry about continued love from their parents, desertion by the remaining parent, never again seeing the absent parent, being replaced in their parents' affections, self-blame, and they question their own self-worth (Rudman 1984).

The single-parent family in Neely's (1985) annotated bibliography was limited to divorced or separated parents with the mother presiding as head of the household. The reason given for this limitation was that so few fathers head single-parent families that little research has been done in this area.

Content analyses by Conway and Mechler (1983), Jenkinson (1982), and Gifford (1980) review basal readers from grades one through six, fiction from grades four through twelve, and adolescent novels, respectively.

In their study of how basal readers reflect family living styles, Conway and Mechler (1983) found that the typical American family was portrayed as having two parents and two children living in a house in the suburbs. Their analysis of 462 fiction stories in eight basal reading series in grades one to six and a

single series in grades one through three showed that only 19% of the families were portrayed as single-parent families. Divorce was mentioned only three times and only 16% of the family stories depicted a working mother.

The purpose of Jenkinson's (1982) study was to determine how divorce was portrayed in juvenile divorce fiction published in America between 1947 and 1977. Thirty-five titles suitable for grades four through twelve were studied. The typical divorcing family was found to be white, middle class, with one or two children, having white-collar fathers and non-working mothers. Plots dealt primarily with events before or after the divorce, rather than with the divorce itself. Incompatibility was the chief reason given for marital breakups. After the separation or divorce, the majority of the children lived with their mothers, most of whom were forced to work because of lowered standards of living. Most of the children showed an awareness of parental unhappiness prior to the divorce and maintained contact with the absent parent after the divorce. The major emotions displayed by children were anger and sadness or grief; the most intense emotional response was reconciliation fantasy. Most of the titles had a positive ending depicting children's adjustment to their new family structures.

Gifford's (1980) study determined how selected adolescent novels depicted families undergoing a marital breakup and compared this depiction with psychological and sociological studies to determine the extent of concurrence. Content analysis

was used on 28 adolescent novels dealing with divorce, separation, or desertion published between January, 1970 and May, 1979. His findings show that only Caucasian families were depicted in the novels; 82% were from the middle or upper middle socio-economic levels. This conflicted with actual studies in which lower socio-economic blacks had the highest divorce rate. Twenty-seven of the novels dealt with divorce; in reality, separation and desertion accounted for almost 40% of all single parents.

The girls depicted in Gifford's (1980) study outnumbered the boys, 31 to 17. The average number of children in the fictional family was 1.66, compared to actual divorce statistics of 1.08 children per family.

The average age of the children depicted in the novels used by Gifford (1980) was 13.04; however, in reality, the greatest number of children affected by divorce and separation ranged from six to eight years of age. One possible explanation for this particular discrepancy is that Gifford's study concentrated on adolescent novels, in which, realistically, the age of the protagonist(s) would be higher.

The reasons for divorce or separation cited in Gifford's (1980) study were: unfaithfulness, alcoholism, desire for a new life style or for freedom, constant fighting and arguing, and conflict between marriage and a career. This contrasts with Jenkinson's (1982) study in which incompatibility was the chief reason for marital breakup. There is a shift today toward

no-fault divorce; therefore, analysis of the reasons for divorce will not be included in this study.

Gifford's (1980) research indicates that in 85.5% of the novels the mother was awarded custody of the children; the actual statistical figure at the time of his study was a very close 90%. This trend conforms with Neely's (1985) and Jenkinson's (1982) studies which show a majority of the children living with their mothers after separation or divorce.

Most of Gifford's (1980) findings in regard to the fictional children's new life style concurred with actual studies. Many children were forced to relocate; their reaction to this enforced move was negative. Parents' dating was viewed negatively. Relationships with both parents usually retrogressed; however, relationships with stepparents and stepsiblings were mostly positive.

The only area of disagreement with actual studies in Gifford's (1980) work in regard to the children's new life styles was in relation to lower standards of living and the mothers' return to work. Only six fictional characters were shown in this predicament whereas, in reality, the majority are in this category.

If bibliotherapy is to be successful, one of the key ingredients required of the literature is realism. In regard to Dear Mr. Henshaw Cleary states, "Leigh's parents were not reconciled at the end, a conclusion that I felt would be sentimental, dishonest, and a source of false hope to many

children" (Cleary 1984, 435). Rudman cautions, "One pitfall to avoid is the 'happy' ending of the parents' being reunited as a result of the child's behavior" (Rudman 1984, 26). Tyndall indicates that if books are to help, they should "foster realistic rather than stereotypical attitudes" (Tyndall 1981, 2). McInnis states:

> The story content of the literature must present a realistic, not ideal, resolution of conflict. Problems created by divorce and remarriage may never be totally resolved and therefore adjustment and compromise are inevitable. Conflicts that may not be resolved must be accepted. The child may need to learn new coping mechanisms and to realize that changes are necessary for personal growth (McInnis 1982, 157).

Realism in this study was determined by the child's acceptance of his circumstances by the end of the story.

CHAPTER 3

METHODOLOGY

Research Method Employed

The research method used was a content analysis of children's realistic fiction books dealing with separation and divorce. Areas subjected to analysis included: age and gender of protagonist; emotions felt by the child, such as guilt, fear, and anxiety; custody arrangements; changes in lifestyle; living arrangements; working mothers; child's relationship with both parents; manipulation by either parents or children; parents' dating; significant others; stepparents and stepsiblings; and resolution, or child's acceptance of his circumstances, by the end of the story. Each of these areas was coded in terms of presence or absence of units listed in Appendix A. Coding was performed by one researcher to maintain uniformity.

Subjects

The books analyzed in this study were randomly chosen from children's books dealing with divorce listed in the online catalog of the Akron-Summit County Public Library and from appropriate chapters in the second and third editions of Bernstein's Books to Help Children Cope With Separation and Loss:

An Annotated Bibliography. A list of realistic fiction, including picture books, for kindergarten through sixth grade, published in the United States during the 1970s and 1980s, was compiled from these sources. Titles from the list were typed on individual slips of paper and then shuffled. Twenty-five titles were randomly selected for analysis.

CHAPTER 4

FINDINGS

The following results, listed in the tables in Appendix B, were shown from an analysis of the data. Eighty percent of the protagonists in this study were female. This represents a much higher ratio (4 to 1) than Gifford (1980) found in his analysis: of the children depicted in the novels used by Gifford, girls outnumbered boys 31 to 17, a ratio of less than 2 to 1.

The age range was equally represented (44% each) in the primary (kindergarten to third) grades and the intermediate (fourth to sixth) grades. Only 12% of the children were in seventh grade or higher but that is to be expected because this study dealt with books at the elementary school level.

In 72% of the titles, the mother was the custodial parent; the father had custody in 16% of the titles; and the remaining 12% of the books dealt with joint custody. This closely resembles Gifford's (1980) analysis which indicated that in 85.5% of the novels the mother gained custody, and supports Jenkinson's (1982) work in which the majority of children lived with their mothers.

Sixty percent of the mothers in this study worked outside the home. Gifford (1980) reported that, in reality, most mothers

were employed outside the home, which is also supported by Jenkinson's (1982) findings.

Changes in living standards in this study were unknown in more than half (52%) of the books. No change in living standards was reported in 20% of the books; a lower standard of living was mentioned in only 20% of the novels. Surprisingly, 8% indicated a higher living standard. Gifford (1980) and Jenkinson (1982) both found that in the majority of cases, living standards were lower after separation or divorce.

Living arrangements were either unknown or remained the same (36% for each); only 28% of the children had to move as a result of separation or divorce. This is in contrast with Gifford's (1980) analysis which showed that many children were forced to relocate.

Overall, children's relationships with both parents in this study were good; 80% of the relationships with their mothers and 76% of the relationships with their fathers were positive. This appears to contrast with Gifford's (1980) findings in which relationships with parents deteriorated after the separation. In this study negative relationships were experienced initially, however, as the children gained acceptance of their circumstances, relationships with parents usually became positive.

No manipulation of children by parents was observed, but 20% of the children tried to manipulate their parents. An example of this occurs in Me and Mr. Stenner when Abby threatens to throw

herself out the window or in front of a car if her mother goes through with her marriage to Mr. Stenner.

More than half (52%) of the parents dated and 8% were shown to live with significant others. Some of the novels dealing with parental dating are The Against Taffy Sinclair Club, I Have Two Families, Boys Are Yucko, Me and Mr. Stenner, Getting Even, Taking Sides, My Mother is Not Married to My Father, The Telltale Summer of Tina C., Dear Dad, Love Laurie, and Mommy and Me By Ourselves Again. Parents living with significant others were found in Me and Mr. Stenner, and The Visitors Who Came to Stay.

Stepparents were portrayed in 16% of the books, stepsiblings in only 8%. Stepparents were found in She's Not My Real Mother, The Telltale Summer of Tina C., Me and Mr. Stenner, and Eliza's Daddy; the latter two titles also included stepsiblings.

The major emotional responses of the children in this study were guilt or self-blame, anger, and anxiety, followed by fear, sadness, crying, and hate.

Although most of the children wished that their parents would reunite, only one book, Breakfast With My Father, considered that possibility near the end of the story, leaving the outcome uncertain.

All the children in this study accepted their circumstances by the end of the book. This result is similar to Jenkinson's (1982) study in which most of the children adjusted to their new family structures.

CHAPTER 5

CONCLUSIONS

This study examined how divorce, marital separation, single-parent families, and stepfamilies are presented in children's literature, specifically, realistic fiction, including picture books, suitable for kindergarten through sixth grade, published in the United States during the 1970s and 1980s.

The following results were shown from an analysis of the data: 80% of the protagonists were female; age range was equally represented (44% each) in primary and intermediate grades, with a few (12%) individuals in seventh grade or higher. The mother gained custody of the children in 72% of the stories, the father in 16%, and joint custody was found in 12% of the books. Only 20% of the children faced a lower standard of living and 8% enjoyed a higher standard. Relatively few (28%) fictional children were forced to relocate as a result of separation or divorce. Sixty percent of the books indicated a working mother. Relationships with both parents were considered to be good. Parents were not manipulative, but 20% of the children tried to manipulate their parents. More than half (52%) of the parents were dating, and 8% lived with a significant other. Stepparents were portrayed in 16% of the stories, stepsiblings in only 8%.

Emotional reactions to their parents' separation or divorce included guilt or self-blame, anger, anxiety, fear, sadness, crying, and hate.

A very realistic approach was taken in most of the books in this study. Parental reconciliation is often uppermost in the minds of children facing divorce. Only one book suggested the possibility of the parents' reuniting; the remainder offered no false hope. All the children in this study were able to accept their circumstances by the end of the book.

Cleary stated that girls have taken over children's literature (Cleary 1984, 434). This is very clearly illustrated by the fact the 80% of the protagonists in this study were female. More books need to be written in which males are the main character.

Gifford's (1980) study revealed that the greatest number of children affected by divorce and separation ranged from six to eight years of age. Of the books selected for this study, three were written for the primary level (kindergarten to third grade) during the 1970s, nine during the 1980s. If the small random sample used in this study is truly representative of the population, this is a most encouraging trend.

APPENDIX A

CONTENT ANALYSIS FORM

TITLE: _____

AUTHOR: _____

PUBLISHER: _____ DATE: _____

AGE RANGE OF PROTAGONIST(S): _____PRESCHOOL

_____KINDERGARTEN TO THIRD GRADE

_____FOURTH TO SIXTH GRADE

_____SEVENTH GRADE AND ABOVE

_____UNKNOWN

GENDER OF PROTAGONIST(S): _____MALE

_____FEMALE

_____UNKNOWN

EMOTIONS FELT BY CHILD: _____GUILT

_____FEAR

_____ANXIETY

_____ANGER

_____OTHER

CUSTODY: _____MOTHER

_____FATHER

_____JOINT

_____OTHER

_____UNKNOWN

CHANGES IN STANDARD OF LIVING: _____LOWER

_____HIGHER

_____NO PERCEPTIBLE CHANGE

_____UNKNOWN

LIVING ARRANGEMENTS: _____LIVING IN SAME PLACE

_____MOVED

_____UNKNOWN

MOTHER WORKING OUTSIDE THE HOME: _____YES

_____NO

_____UNKNOWN

CHILD'S RELATIONSHIP WITH MOTHER: _____GOOD

_____NOT GOOD

_____NEUTRAL

_____UNKNOWN

CHILD'S RELATIONSHIP WITH FATHER: _____GOOD

_____NOT GOOD

_____NEUTRAL

_____UNKNOWN

MANIPULATION OF CHILD BY PARENTS: _____YES

_____NO

_____UNKNOWN

MANIPULATION OF PARENT(S) BY CHILD: _____YES

_____NO

_____UNKNOWN

PARENT(S) DATING: _____YES

_____NO

_____UNKNOWN

PARENT(S) LIVING WITH A SIGNIFICANT OTHER:

_____YES

_____NO

_____UNKNOWN

STEPPARENT(S): _____YES

_____NO

_____UNKNOWN

STEPSIBLING(S): _____YES

_____NO

_____IF YES, NUMBER

_____UNKNOWN

RESOLUTION (CHILD'S ACCEPTANCE OF CIRCUMSTANCES) BY END OF STORY:

_____YES

_____NO

_____UNKNOWN

APPENDIX B

FINDINGS IN TABLE FORM

Table 1.--Age Range of Protagonist(s)

Grade	No. of Books	Percentage
Preschool	0	0
Kindergarten to third grade	11	44
Fourth to sixth grade	11	44
Seventh grade and above	3	12
Unknown	0	0
Total	25	100

Table 2.--Gender of Protagonist(s)

	No. of Books	Percentage
Male	5	20
Female	20	80
Unknown	0	0
Total	25	100

Table 3.--Custody

	No. of Books	Percentage
Mother	18	72
Father	4	16
Joint	3	12
Other	0	0
Unknown	0	0
Total	25	100

Table 4.--Changes in Standard of Living

	No. of Books	Percentage
Lower	5	20
Higher	2	8
No perceptible change	5	20
Unknown	13	52
Total	25	100

Table 5.--Living Arrangements

	No. of Books	Percentage
Living in same place	9	36
Moved	7	28
Unknown	9	38
Total	25	100

Table 6.--Mother Working

	No. of Books	Percentage
Yes	15	60
No	1	4
Unknown	9	36
Total	25	100

Table 7.--Child's Relationship With Mother

	No. of Books	Percentage*
Good	20	80
Not good	2	8
Neutral	0	0
Unknown	4	16
Total	26	104

* Percentage adds up to more than 100 because in one case, child both loved and hated its mother.

Table 8.--Child's Relationship With Father

	No. of Books	Percentage*
Good	19	76
Not good	4	16
Neutral	2	8
Unknown	1	4
Total	26	104

* Percentage adds up to more than 100 because in one case, child both loved and hated its father.

Table 9.--Manipulation of Child by Parents

	No. of Books	Percentage
Yes	0	0
No	25	100
Unknown	0	0
Total	25	100

Table 10.--Manipulation of Parents by Child

	No. of Books	Percentage
Yes	5	20
No	20	80
Unknown	0	0
Total	25	100

Table 11.--Parent(s) Dating

	No. of Books	Percentage
Yes	13	52
No	8	32
Unknown	4	16
Total	25	100

Table 12.--Parent(s) Living With a Significant Other

	No. of Books	Percentage
Yes	2	8
No	19	76
Unknown	4	16
Total	25	100

Table 13.--Stepparents

	No. of Books	Percentage
Yes	4	16
No	21	84
Unknown	0	0
Total	25	100

Table 14.--Stepsiblings

	No. of Books	Percentage
Yes	2	8
No	23	92
Unknown	0	0
Total	25	100

Table 15.--Resolution (Child's Acceptance of Circumstances by End of Story)

	No. of Books	Percentage
Yes	25	100
No	0	0
Unknown	0	0
Total	25	100

APPENDIX C

ANNOTATED BIBLIOGRAPHY OF BOOKS USED IN STUDY

Blume, Judy. It's Not the End of the World. Scarsdale, NY: Bradbury Press, 1972.

Twelve-year-old Karen tries to reunite her divorced parents; her younger sister, Amy, is afraid everyone will disappear; and her teen-age brother, Jeff, runs away.

Byars, Betsy. The Animal, the Vegetable, and John D Jones. New York: Delacorte Press, 1982.

Clara and Deanie look forward to a beach vacation with their divorced father, only to find that he has invited his friend, Delores, and her obnoxious son, John D Jones. However, after Clara almost drowns, John D's behavior changes.

Christiansen, C.B. My Mother's House, My Father's House. New York: Atheneum, 1989.

A little girl whose parents have joint custody, describes life in "my mother's house" and "my father's house." Her real wishes are expressed by, "When I grow up, I'll have a house that is mine, all mine."

Cleary, Beverly. Dear Mr. Henshaw. New York: Wm. Morrow, 1983.

Ten-year-old Leigh Botts writes to his favorite author, Mr. Henshaw, about the problems created by his parents' divorce and being the new boy in school. Although his father lets him down, Leigh adjusts to his situation.

Dragonwagon, Crescent. Always, Always. New York: Macmillan, 1984.

A little girl lives with her divorced mother in New York city, but spends summers with her father in Colorado. She is assured that although her parents may have their differences, they will both always, always love her.

Giff, Patricia Reilly. Rat Teeth. New York: Delacorte Press, 1984.

Fifth-grade Cliffie lives three days with his mother and four day with his father. Since his parents got divorced and his front teeth grew out over his lower lip, everything has been going wrong.

Girard, Linda Walvoord. At Daddy's on Saturdays. Niles, IL: Whitman, 1987.

When her parents get divorced, Katie is assured that it was not her fault, and that both parents will always love her. Katie worries that she won't see her father because he moved away, but he comes for her almost every Saturday.

Haynes, Betsy. The Against Taffy Sinclair Club. New York: Thomas Nelson, 1976.

Jana's disappointment when her father fails to take her on a vacation and her guilt that she must have been responsible for her parents' divorce lead to fantasies and lies which get her into trouble.

Helmering, Doris Wild. I Have Two Families. Nashville, TN: Abingdon, 1981.

Patty and her brother, Michael, live part of the week with their divorced mother and cat at one address, part with their father and dog at another address.

Hines, Anna Grossnickle. Boys Are Yucko! New York: Dutton, 1989.

Cassie hopes her divorced father will attend a family picnic at the lake for her tenth birthday. She reluctantly gives in to peer pressure to also have a boy-girl party with dancing.

Hogan, Paula Z. Will Dad Ever Move Back Home? Milwaukee, WI: Raintree, 1980.

Laura is unhappy, runs away to an empty old house, and can't get back out. Her divorced parents come to her rescue. Her dad suggests that she and her brother spend more time with him.

Hunter, Evan. Me and Mr. Stenner. New York: Lippincott, 1976.

Eleven-year-old Abby learns that it is possible to love the man who is about to become her stepfather, without feeling that she is betraying her real father, whom she also loves.

Jukes, Mavis. Getting Even. New York: Alfred A. Knopf, 1988.

Life with her divorced mother, who has to cope with everyday problems, is difficult for yen-year-old Maggie, but weekends with her father are fun. Each parent, as well as one of her friends, gives Maggie conflicting advice about dealing with a bully.

Klein, Norma. Taking Sides. Pantheon, 1974.

Twelve-year-old Nell adapts to living with her father and her five-year-old brother after their parents' divorce. When their father has a heart attack, they move in with their mother while he recuperates.

Lisker, Sonia O., and Leigh Dean. Two Special Cards. New York: Harcourt Brace Jovanovich, 1976.

Eight-year-old Hazel tries to shop for divorce cards for her parents. Not finding any, she draws a picture of her mother and her father together on a big piece of paper and cuts it apart.

McAfee, Annalena. The Visitors Who Came to Stay. New York: Viking Kestral, 1984.

Katy enjoyed life with her divorced father and did not like it when Mary and her son, Sean, came to stay. However, after they left, Katy missed them, and decided that she didn't mind sharing her house or even her Dad.

Mann, Peggy. My Dad Lives in a Downtown Hotel. Garden City, NY: Doubleday, 1973.

When his father leaves, Joey blames himself and tries to persuade his father to return. He slowly adjusts to his parents' separation.

Newfield, Marcia. A Book for Jodan. New York: Atheneum, 1975.

Nine-year-old Jodan wonders if she is to blame for her parents' separation. On a holiday visit to her father, he assures her that he loves her and presents her with a wonderful scrapbook filled with games, advice, and memories.

Okimoto, Jean Davies. My Mother is Not Married to My Father. New York: Putnam, 1979.

Eleven-year-old Cynthia is concerned that she and her sister may have been to blame for their parents' divorce, and hopes that they will remarry. She learns to cope with both parents dating, but worries about loving her future stepfather as well as her real father.

Perl, Lila. The Telltale Summer of Tina C. New York: Seabury Press, 1975.

Twelve-year-old Tina learns that her divorced mother has returned from spending a year in Mexico with a new husband and that her father also intends to remarry soon.

Pfeffer, Susan Beth. Dear Dad, Love Laurie. New York: Scholastic, 1989.

Laurie's divorced father lives far away, so her mother insists that Laurie write to him once a week. She tells him all about sixth grade, mostly about wanting to get into the gifted and talented program.

Roy, Ron. Breakfast With My Father. New York: Houghton Mifflin, 1980.

When his parents separate and his father moves out, David thinks he'll never see his father again. However, on Saturday mornings his father takes him out to breakfast at Frank's Diner.

Thomas, Ianthe. Eliza's Daddy. New York: Harcourt Brace Jovanovich, 1976.

Eliza's daddy lives across town with his new wife and children. Each Saturday her daddy takes Eliza some place special, but what she really wants is to visit his new home and family.

Vigna, Judith. Mommy and Me By Ourselves Again. Niles, IL: Whitman, 1987.

Amy's parents are divorced, she never sees her father, and her mother's former boyfriend has forgotten her sixth birthday after promising her a new charm for her bracelet every birthday.

Vigna, Judith. She's Not My Real Mother. Chicago, IL: Whitman, 1980.

Miles deliberately hides from his stepmother and gets lost at the Ice Show. After she rescues him, without even telling his father about what he had done, they become friends.

BIBLIOGRAPHY

Bekkedal, Tekla K. "Content Analysis of Children's Books." Library Trends 22 (October 1973): 109-126.

Bernstein, Joanne E. Books to Help Children Cope With Separation and Loss: An Annotated Bibliography. 2d ed. New York: R. R. Bowker, 1983.

Bernstein, Joanne E., and Masha Kabakow Rudman. Books to Help Children Cope With Separation and Loss: An Annotated Bibliography. 3d ed. New York: R. R. Bowker, 1989.

Bowker, Marjorie A. "Children and Divorce: Being in Between." Elementary School Guidance and Counseling (December 1982): 126-130.

Cleary, Beverly. "1984 Newbery Acceptance Speech." Top of the News (Summer 1984): 429-436.

Chatton, Barbara. "Apply With Caution: Bibliotherapy in the Library." Journal of Youth Service in Libraries (Spring 1988): 334-338.

Churchyard, Ruth. "Bibliotherapy: What's That?" Australian School Librarian 15 (Autumn 1978): 9.

Conway, Grace, and Geraldine Mechler. "A Study of How Basal Readers Reflect Family Living Styles." M.A. thesis., Kean College of New Jersey, 1983.

Elleman, Barbara. "Current Trends in Literature for Children." Library Trends (Winter 1987): 413-426.

Fuchs, Lucy. "The Hidden Messages in Children's Books." Paper presented at the Annual Meeting of the Florida Reading Association (22nd, Jacksonville, FL, October 18-21, 1984).

Galen, Nancy, and Jerry L. Johns. "Children in Conflict." School Library Journal (November 1979): 25-28.

Gamm, Cindy, comp. "Books on Death, Divorce, and Handicaps for Primary Grades: An Annotated Bibliography." ERIC (January 1981): ED 198 928.

Gifford, Richard William. "A Content Analysis of Selected Adolescent Novels Dealing With Divorce, Separation, and Desertion Published Between January, 1970 and May, 1979." Ed.D. diss., University of Colorado at Boulder, 1980.

Hendrickson, Linda B. "The 'Right' Book for the Child in Distress." School Library Journal (April 1988): 40-41.

Hopkins, Lee Bennett. "Mama (or Daddy) Doesn't Live Here Anymore." Teacher (March 1981): 25-26.

Jenkinson, David Herbert. "Divorce as Portrayed in Selected Juvenile Fiction Published in America Between 1947 and 1977." Ph.D. diss., University of Minnesota, 1982.

Lack, Clara Richardson. "Can Bibliotherapy Go Public?" Collection Building (Spring 1985): 27-32.

McInnis, Kathleen M. "Bibliotherapy: Adjunct to Traditional Counseling with Children of Stepfamilies." Child Welfare 61 (March 1982): 153-160.

Monteith, Mary K. "The Reading Teacher vs. Children of Divorce." The Reading Teacher (October 1981): 100-103.

Neely, Elaine M. "An Annotated Bibliography Concerning Children of Divorce: Meeting Their Needs in the Elementary Classroom." ERIC (April 1985): ED 219 692.

Pardeck, Jean A., and John T. Pardeck. Young People With Problems: A Guide to Bibliotherapy. Westport, CT: Greenwood Press, 1984.

Pardeck, John T., and Jean A. Pardeck. "Helping Children Cope with the Changing Family Through Bibliotherapy." Paper presented at the Annual Meeting of the National Association of Social Workers (New Orleans, LA, January 31-February 3, 1985).

Robinson, Doris J. "Talking It Out: The Use of Books in Discussion for Developmental Bibliotherapy with Children." Top of the News (Winter 1985): 151-155.

Rudman, Masha Kabakow. Children's Literature: An Issues Approach. 2d ed. New York: Longman, 1984.

Tyndall, Kaye Spence. "Social Implications in Children's Literature." Paper presented at the Annual Meeting of the North Carolina Council of the International Reading Association (13th, Charlotte, NC, March 4-6, 1981).